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ABSTRACT

This paper describes the scoring of the upper levels of the Career Ladder system for teachers in the Tennessee Career Ladder Evaluation Systems. The instruments used to evaluate teachers include classroom observation, dialogue with the teacher, a peer questionnaire, student questionnaires, a professional skills test, professional development and leadership summary, principal questionnaire, and a consensus rating. Information from the evaluation process is combined into a data file at the State Testing Center, and a score report is generated. The score report lists each of the scores and the weight it contributed towards the total score. The report consists of the following: (1) the cover; (2) a summary page; (3) "Results by Domain," comprised of three weighted components from multiple data sources, the principal's rating, and the evaluation team's rating; (4) "Results by Competency," detailing every score used in the calculation of the Career Ladder evaluation results; and (5) "Results by Instrument," displaying the same information as "Results by Competency" but scores are listed in instrument order. The appendix contains a sample Career Ladder Score Report. (BAE)

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Varying Perspectives on Measurement Issues in the Summative Evaluation of Teachers

The Scoring Perspective

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Tennessee Department of Education

Nashville, Tennessee

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American Educational Research Association
and
National Council on Measurement in Education
Annual Meeting
Washington, D.C.
April, 1987

TM 870 430

Varying Perspectives on Measurement Issues in the Summative Evaluation of Teachers

The Scoring Perspective

From the time data are received at the State Testing and Evaluation Center until the score reports are generated, several vital steps in the scoring process take place. The scoring of the Tennessee Career Ladder Evaluation Systems is complex. There are many different systems of scoring for the upper levels of the Career Ladder (Levels II and III). In the first year of the Career Ladder Program (1984 - 85), Tennessee evaluated teachers, administrators (principals and assistant principals), and supervisors each under a separate scoring system. Then, in the second year, the scoring system for teachers expanded to four categories of teachers--general education, vocational education, special education, and Chapter 1. These groups have similarities in scoring but also have variations that had to be considered. Tennessee also added unique systems of evaluation for library media specialists and counselors. In the third year of the Career Ladder Program, the cycle of the evaluation process changed from a year-long evaluation process to a semester cycle for teachers, library media specialists, and counselors, thus requiring the scoring of two cycles of data each year. Also added to the third year were evaluation systems for elementary counselors and special education teachers of the severely handicapped.

Candidates in the 1985 - 86 teacher Career Ladder system are evaluated using 8 instruments that are keyed to 5 domains of competence. A candidate is evaluated and scored on indicators of competence that are related to planning, teaching strategies, evaluation, classroom management, and leadership. A candidate is visited 3 times by 3 different evaluators in order to gather the data needed.

The score report for this paper refers to a 1985 - 86 general education teacher who applied for Career Level III, had the required years of experience, and attained a score above the cutoff for Level III. The discussion will be limited to general education teachers for the sake of brevity and clarity. In order to explain the scoring of the Career Ladder System, the discussion will first focus on the instruments used to evaluate teachers.

CLASSROOM OBSERVATION. Twenty-five of the 68 scores on the score report are derived from the classroom observation instrument. The data from the classroom observation instrument are tallied and generally translated to a 0 - 100 scale (a percent of occurrences). The scores come from one of the three sections of the observation booklet. Section 1 consists of a series of grids in which teacher and/or student behaviors occurring during a 4-minute period are recorded. Section 2 consists of a series of questions which the evaluator marks at the end of each 4-minute period. Section 3 consists of a series of

5-point ratings which the evaluator makes at the end of each observation. These five points are anchored on a 1 - 100 scale (5 = 100, 4 = 75, 3 = 50, 2 = 25, and 1 = 1).

Section 1 Scores. Scores derived from Section 1 are average percentages: the number of times something was marked divided by the number of times that it could have been marked. More specifically, the number of times each behavior was observed was multiplied by unit weights; these products were summed, and then divided by the number of times it was possible to code the behavior. For example, let's say the evaluators coded 20 instances of the teacher behavior of feedback over all six observations. All 20 teacher behaviors happened to have unit weights of 1, like "Recognizes response," "Ignores response," or "Corrected assignments/tests." Additionally, all 9 periods in each of the six observation booklets were used, so that the feedback grid could have been marked a total of 54 times (6 observations times 9 periods per booklet). The raw score would be calculated this way:

$$((20 \times 1) / (16 \times 54)) \times 100 = 2.3\%,$$

where 20 is the number of times the behavior was observed; 1 is the unit weight for all of these behaviors; 16 is the sum of units in the feedback grid times their weights, and 54 is the number of completed observation booklet pages with this grid.

Section 2 Scores. Scores from Section 2 also are average percentages. In this case, the frequency of each type of response is summed, multiplied by the respective response weights, and divided by the total number of responses times their weights.

Let's consider an example. Question 8 in Section 2 pertains to whether or not a teacher provided reasonable sanctions for inappropriate behavior. Assume that only two instances of inappropriate behavior had been observed in the classroom over all 6 hours of observation. One of these two times the evaluator coded "Yes," that the teacher had provided a reasonable sanction; the other time a "No" was recorded. The rest of the time (the other 52 pages of observation booklets), "N/A" was marked. The raw score would be calculated this way:

$$100 \times (\#\ \text{Yes}/(\#\ \text{Yes} + \#\ \text{No})) =$$

$$100 \times (1/(1 + 1)) = 50\%$$

This value would be printed across from the appropriate score number, in the column labeled "Your Raw Score," as 50.000.

Section 3 Scores. Scores from Section 3 are average ratings over all responses to the items (i.e., the six observations) for a given candidate, where the five points on the rating scale equal 100, 75, 50, 25, and 1. Using score T101 as an example, assume that the three evaluators had filled out the bubbles for 5, 4, 4, 3, 4, and 5 on the item, "Fosters higher level thinking skills." Remember, these ratings are really on a 1 - 100 scale, so the numbers to be averaged equal 100,

75, 75, 50, 75, and 100, respectively. The raw score for T101 would be:

$$(100 + 75 + 75 + 50 + 75 + 100)/6 = 79.167$$

This value would be printed on the line for score T101, in the column labeled "Your Raw Score," as 79.167.

DIALOGUE. After meeting with the teacher and having a focused discussion about planning, teaching strategies, and evaluation, the evaluator assigned ratings (on a 1 - 5 scale) to a series of measurement statements keyed to particular competencies. The ten scores from this instrument are the average ratings given on the specified items.

PEER QUESTIONNAIRE. Three of the six colleagues, whose names were submitted by the candidate, responded independently to this instrument. It consists of 16 items which are answered in terms of frequency, from rarely to almost always. This questionnaire is keyed only to the leadership domain and has one score.

STUDENT QUESTIONNAIRES. Three levels of student questionnaires were available: primary (three scores), elementary (eight scores), and secondary (eight scores). Only one level of student questionnaire is used in each evaluation--the primary version (kindergarten through grade 2), the elementary version (grades 3 through 6), or the secondary version (grades 7 through 12). If the candidate has a mixed class of more than one grade level, the questionnaire of the lowest comprehension level for students is used.

PROFESSIONAL SKILLS TEST. This part of the Tennessee Career Ladder Test consists of 100 multiple-choice items in four sections which correspond to the domains of planning, teaching strategies, evaluation, and classroom management. Each score equals the number of correct responses made out of 25 possible for the particular section. Two other sections of the Tennessee Career Ladder Test are required as part of the evaluation process. A candidate must pass the reading and writing portions of this test. In 1985 - 86 a candidate could substitute the NTE Communications section of the Core Battery if the score was 644 or higher.

PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY. Five categories of development activities and five categories of leadership activities were rated independently by two evaluators on a 5-point scale, from unsatisfactory to distinguished. The two evaluators came to a consensus on each of the ten items. If a consensus could not be reached, a third evaluator was consulted. The ten items were broken down into two sets of five ratings to form two scores.

PRINCIPAL QUESTIONNAIRE. The 14 scores from this instrument are listed apart because they are not added in to all the other scores in the data sources component. This cannot be done because the scores on the principal questionnaire are not expressed as standard scores. Instead, the principal responded to the items on this instrument directly on the 200 - 800 scale.

On the principal questionnaire three scores were used to judge indicators that were considered minimum competency. A passing value for each of these scores was a 450 or above. As with other screening sources (reading and writing), a pass was required to be awarded certification for the upper levels of Career Ladder.

CONSENSUS RATING. At the end of the evaluation process the three evaluators for each candidate met to discuss their professional judgment of each candidate. This judgment was made for the domains of planning, teaching strategies, evaluation, and classroom management. A consensus judgment was not made in leadership. The rating was made on the same direct judgment scale used by the principals. The consensus judgment was given a weight of 25% for each of the four corresponding domains in which a judgment was made.

THE SCORING PROCESS

Upon completion of the evaluation process, the materials are brought into the State Testing Center and are thoroughly checked for completeness and accuracy. Then the information is scanned, edited, and combined into a data file. After all the data are on the computer, the data are tallied into scores for each candidate. Items of similar content are combined to create a score. This is done to make the data more manageable as well as more understandable to the candidate. Raw score data for Career Ladder evaluations are gathered on a variety of scales, e.g., 1 - 5, 200 - 800, 0 - 100. The only way to combine them accurately into a single, overall assessment is to express them all on a standard scale. For Career Ladder purposes, standard scores are calculated as a z-score plus a constant. The standard scores are each given a weight and combined to give a standard score for the data. This value is then translated to a value on a 200 - 800 scale. This score is then weighted and combined with the weighted principal component and the weighted consensus component. This procedure is done for each domain. Finally, the domain values are given a weight and combined to give an overall evaluation score. This score, along with the level a candidate applied for and the years of experience, determine whether a candidate makes Career Level II or III.

All of the scores used in Career Ladder evaluations are not weighted equally. This is because not all teacher and student behaviors are considered equally important; some of the teacher behaviors and skills assessed for Career Ladder were deemed more important--and therefore weighted more heavily--than others. That is the reason why, for example, the teaching strategies domain has more weight than the others, and why the classroom observation instrument accounts for 350 of the 1,000 total points in the evaluation system for general education teachers. The weights for each score used in the evaluation will not necessarily sum to the exact point totals for all the data sources as there may be some scores missing. Missing scores are adjusted so as to neither help nor harm the candidate.

THE SCORE REPORT

As can be seen from the above discussion, data from the Tennessee Career Ladder Evaluation System comes from many different sources. The score report that each candidate receives provides detailed information from these data sources. It is organized to tell the candidate the critical facts first: the total score, the level for which the candidate qualified, and whether the candidate is eligible to participate in the Accelerated Career Development (ACD) program. Then the score report lists each of the scores and the weight it contributed towards the total score. The score report consists of the following pages: the cover, a summary page, a page labeled "Results by Domain," several pages labeled "Results by Competency," and then several more pages labeled "Results by Instrument."

SUMMARY PAGE

Turning first to the page labeled "Summary," one will see which evaluation system was used in the evaluation, which region of the state the candidate is from, the level achieved, and the level for which the candidate had applied. Underneath this identifying information is a summary of the Career Ladder evaluation results. The domains are listed together with the minimum requirements. Next to this one will see a column with the heading "Your Status." It shows the words "PASS" or "FAIL" to indicate whether or not the candidate met each of the minimum evaluation requirements. Then the scores are listed, and the adjacent column shows the weights each domain score was given in the overall evaluation. Farthest to the right, the weighted domain scores are listed, and they sum to the total score (the one displayed in brackets: >>> score <<<). The total score is rounded to a whole number. If the candidate is eligible to participate in the Accelerated Career Development (ACD) program, this is indicated in the upper right-hand corner of the summary page.

RESULTS BY DOMAIN

The "Results by Domain" are on the second page of the report. The minimum qualifying score for each domain, 450, is displayed in the upper right-hand corner of the page. (Note: To qualify for Levels II or III of the Career Ladder, a candidate must have a minimum score of 450 in each of the domains.)

Each domain score is comprised of three weighted components: the first from multiple-data sources, the second from the rating the principal gives, and the third from the rating the evaluation team gives (the "consensus rating"). As mentioned earlier, each of these components is expressed on an unweighted scale from 200 - 800, and the consensus rating is not used in the leadership domain.

Looking on the left side of the "Results by Domain" page, one will see each of the domains listed. Across the page are nine columns; they contain the scaled score from the data sources component followed

by its weight, the score from the principal rating component followed by its weight, the score on the consensus rating component followed by its weight, the total score for the domain followed by the weight applied to it, and the weighted domain total score. To get the domain totals, each component in the domain is multiplied by its weight and the results are summed. Each domain subtotal is then multiplied by its weight to get the weighted domain total. The weighted domain total scores are added to yield the total score shown in the lower right-hand portion of the page.

RESULTS BY COMPETENCY

Beginning with page three is a series of pages labeled "Results by Competency," which detail every score that was used in the calculation of the Career Ladder evaluation results. All the scores in Domain I are listed according to their indicator letters, then all the scores in Domain II by indicator letter, and so on. That is, in Domain I, all the scores for indicator A are listed, then all scores for indicator B, and so on until all the scores in Domain I have been reported. This pattern is followed in each domain.

Going across the page, the instrument which is the source of the score is specified, and the adjacent column shows the score number. This number is used by the State Testing Center to keep track of these scores. A short verbal description of what was measured by that score is given. Continuing across, one can locate the raw score ranges and the raw score. A "raw" score is a score as it appears on the original instrument or, in the case of the observation, a percentage of the occurrence of a behavior. The raw score range shows you the lowest and highest value that a candidate could get for that raw score. Next to each raw score is its equivalent standard score. In the next to the last column, the score weights applied to each standard score are shown. Finally, in the column farthest to the right, the weighted scores are listed. Each weighted standard score is the product of the standard score and its weight.

The sum of the weighted standard scores and the sum of the score weights (total weight) are reported on the next line. In order to arrive at the scaled score reported next, the total weighted standard score is divided by the total weight, and the result looked up in a table of values relating standard scores to scores on the unweighted 200 - 800 scale (scaled scores). The scaled scores for the data sources in each domain is multiplied by its weight to obtain the weighted total shown. A technical manual (currently in draft form) including these tables may be ordered from the State Testing and Evaluation Center by candidates involved in the Career Ladder Program.

The same structure is used to present the results from the second and third components of the domain score, the principal rating and the evaluator consensus rating. They are listed after all scores from the data sources. The original metric for both of these components is the 200 - 800 scale, so they don't have equivalent standard scores. That is why nothing is displayed in the standard

score column or the weighted standard score column for these two components.

Beneath the individual scores for each of the three components, at the right-hand margin of the score report, is the weighted total for the component. These three values are summed, so that the lower right-hand corner of the "Results by Competency" pages show the domain total and the domain weight that you first saw on the "Summary" page (p. 1) of the score report.

RESULTS BY INSTRUMENT

The final section of the score report is entitled "Results by Instrument." It displays exactly the same information as the pages labeled "Results by Competency," but scores are listed in instrument order. That is, all the scores from the observation instrument are listed first, then all the scores from the dialogue are shown, and so on.

The very last bit of information displayed on the score report is a list of contact telephone numbers to use should one wish to discuss the scores with someone. State Department of Education staff are available to assist the candidate in this regard.

As this paper indicates, the scoring of the Career Ladder system is a complex procedure within a complicated evaluation process. Obviously without the other parts of the system--candidate participation, proper evaluator training, an accepting political environment--the scoring becomes a moot point. However, as the Career Ladder Program grows and new types of evaluation systems are added, scoring will remain a critical part of the Tennessee Career Ladder Evaluation System.

APPENDIX

NAME: TEACHER GENERAL E

SSN: 501 28 6965

SYSTEM: 999 8888

REGION: MIDDLE TENNESSEE

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 01
DATE: 07 04 86

****
* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU HAVE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

SUMMARY

YOUR CAREER LADDER CERTIFICATION STATUS WAS DETERMINED BY YOUR YEARS OF EXPERIENCE, YOUR TOTAL SCORE, AND WHETHER OR NOT YOU PASSED ALL MINIMUM REQUIREMENTS.

HERE ARE THE AREAS YOU MUST PASS TO QUALIFY FOR CAREER LEVEL II OR III.

REQUIRED AREA	MINIMUM SCORES	YOUR STATUS	YOUR SCORES	WEIGHT USED FOR TOTAL SCORE	WEIGHTED DOMAIN SCORES
READING	PASS	PASS	PASS	N/A	
WRITING	PASS	PASS	PASS	N/A	
I PLANNING	450	PASS	754.50	.15	113.18
II TEACHING STRATEGIES	450	PASS	739.93	.35	258.98
III EVALUATION	450	PASS	745.90	.15	111.89
IV CLASSROOM MANAGEMENT	450	PASS	737.78	.25	184.45
V LEADERSHIP	450	PASS	772.00	.10	77.20
TOTAL LEVEL II:	600				>>> 746 <<<
LEVEL III:	700				

IF YOUR TOTAL SCORE IS AT LEAST 600, THEN YOUR SCORE QUALIFIES FOR LEVEL II. IF YOUR SCORE IS AT LEAST 700, THEN YOUR SCORE QUALIFIES FOR LEVEL III. WITH YOUR TOTAL SCORE OF 746, YOUR YEARS OF EXPERIENCE, AND YOUR PERFORMANCE IN THE REQUIRED AREAS YOU HAVE QUALIFIED FOR LEVEL III.

THE REST OF THIS REPORT PROVIDES ADDITIONAL DETAILS ABOUT YOUR CAREER LADDER EVALUATION RESULTS.

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 02
DATE: 07 04 86

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* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY DOMAIN

DOMAIN MINIMUM SCORE: 450 *

DOMAIN		DATA SCALED SCORE	WEIGHT	PRINCIPAL SCORE	WEIGHT	CONSENSUS SCORE	WEIGHT	DOMAIN SUBTOTAL	DOMAIN WEIGHT	WEIGHTED DOMAIN TOTAL
I.	PLANNING	730	.65	800.000	.10	800	.25	754.50	.15	113.18
II.	TEACHING STRATEGIES	733	.71	800.000	.04	750	.25	739.93	.35	258.98
III.	EVALUATION	736	.65	800.000	.10	750	.25	745.90	.15	111.89
IV.	CLASSROOM MANAGEMENT	731	.63	800.000	.12	725	.25	737.78	.25	184.45
V.	LEADERSHIP	765	.80	800.000	.20			772.00	.10	77.20
	COMMUNICATION	PASS						PASS		

TOTAL FOR ALL DOMAINS 746

CUTOFF FOR LEVEL II: 600
CUTOFF FOR LEVEL III: 700

* NOTE: TO QUALIFY FOR ADVANCED LEVELS OF THE CAREER LADDER, THE TOTAL SCORE FOR EACH DOMAIN MUST BE GREATER THAN OR EQUAL TO A MINIMUM VALUE OF 450.

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 03
DATE: 07 04 86

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*        TENNESSEE               *
* CAREER LADDER SCORE REPORT     *
*                                *
* GENERAL E TEACHER              *
* 501 28 6965                    *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY COMPETENCY

DOMAIN I. PLANNING FOR INSTRUCTION

DATA SOURCES	SCORE #	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
PROFESSIONAL SKILLS TEST	T801	KNOWLEDGE OF PLANNING	0 - 25	20.000	1.199	16.0	19.184
OBSERVATION	T101	A FOSTERS HIGHER LEVEL THINKING	1 - 100	83.325	1.808	26.0	47.008
DIALOGUE	T201	A GOALS/OBJECTIVES ADDRESS CORE CURRICULUM	1 - 5	4.113	1.755	32.0	56.160
OBSERVATION	T102	B TEACHER PREPARATION	1 - 100	91.658	2.359	14.0	33.026
DIALOGUE	T202	B USES PRINCIPLES OF EFFECTIVE INSTRUCTION	1 - 5	4.000	1.612	24.0	38.688
DIALOGUE	T203	C PLANS ACCOMMODATE STUDENT DIFFERENCES	1 - 5	3.500	1.117	18.0	20.106

TOTAL WEIGHTED STANDARD SCORE = 214.172 TOTAL WEIGHT = 130.0 SCALED SCORE = 730 WEIGHT = .65 WEIGHTED TOTAL = 474.50

PRINCIPAL RATING

PRINCIPAL QUESTIONNAIRE	T401	A GOALS/OBJECTIVES TIED TO CURRICULUM	200 - 800	800.000	10.0	
PRINCIPAL QUESTIONNAIRE	T402	B PLANS FOR EFFECTIVE INSTRUCTION	200 - 800	800.000	6.0	
PRINCIPAL QUESTIONNAIRE	T403	C PLANS ACCOMMODATE LEARNER NEEDS	200 - 800	800.000	4.0	

PRINCIPAL RATING = 800 WEIGHT = .10 WEIGHTED TOTAL = 80.00

CONSENSUS RATING

EVALUATOR CONSENSUS JUDGMENT 200 - 800 800.000

CONSENSUS RATING = 800 WEIGHT = .25 WEIGHTED TOTAL = 200.00

DOMAIN TOTAL = 754.50
DOMAIN WEIGHT = .15
WEIGHTED DOMAIN TOTAL = 113.18

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 04
DATE: 07 04 86

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* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

DOMAIN II. TEACHING STRATEGIES

RESULTS BY COMPETENCY

DATA SOURCES	SCORE #		INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
PROFESSIONAL SKILLS TEST	T802		KNOWLEDGE OF TEACHING STRATEGIES	0 - 25	19.000	0.541	36.0	19.476
OBSERVATION	T103	A	TEACHES TASK AND CONTENT APPROPRIATELY	0 - 100	14.497	0.472	17.0	8.024
OBSERVATION	T104	A	STUDENTS ASK PROCEDURAL QUESTIONS	0 - 100	95.530	2.757	7.0	19.299
OBSERVATION	T105	A	STUDENTS EXHIBIT UNDERSTANDING	0 - 100	95.532	2.358	4.0	9.432
OBSERVATION	T106	A	PROVIDES CORRECT INFORMATION	0 - 100	100.000	2.999	4.0	11.996
OBSERVATION	T107	A	COMMUNICATES EFFECTIVELY	1 - 100	100.000	3.000	2.0	6.000
DIALOGUE	T204	A	DESCRIBES LEARNING TASK/CONTENT CLEARLY	1 - 5	4.800	2.666	28.0	74.648
STUDENT QUESTIONNAIRE SEC	T601	A	EXPLAINS ACADEMIC TASK AND CONTENT	1 - 5	4.701	2.142	10.0	21.420
OBSERVATION	T108	B	MONITORS LEARNER UNDERSTANDING	0 - 100	19.755	-0.176	17.0	-2.992
OBSERVATION	T110	B	PACES ACTIVITIES APPROPRIATELY	1 - 100	81.243	1.533	8.5	13.031
DIALOGUE	T205	B	ATTENDS TO LEARNER NEEDS/DIFFERENCES	1 - 5	4.250	1.923	28.0	53.844
STUDENT QUESTIONNAIRE SEC	T602	B	PACES INSTRUCTION APPROPRIATELY	1 - 5	4.167	0.067	10.0	0.670
OBSERVATION	T111	C	PROVIDES PRACTICE AND REVIEW	0 - 100	8.284	-0.568	32.0	-18.176
DIALOGUE	T206	C	PROVIDES APPROPRIATE REVIEW AND PRACTICE	1 - 5	4.785	2.687	28.0	75.236
STUDENT QUESTIONNAIRE SEC	T603	C	ENCOURAGES APPROPRIATE REVIEW/PRACTICE	1 - 5	3.874	0.488	12.0	5.856
OBSERVATION	T112	D	STUDENTS INITIATE/RESPOND TO LESSON	0 - 100	11.779	0.835	13.0	10.855
OBSERVATION	T113	D	STUDENTS ASK ACADEMIC QUESTIONS	0 - 100	84.314	2.282	13.0	29.666
OBSERVATION	T114	D	STUDENTS ARE ON TASK	0 - 100	99.993	2.972	7.0	20.804
OBSERVATION	T115	D	TEACHER INVOLVES NONVOLUNTEERS	0 - 100	63.460	1.015	10.0	10.150
OBSERVATION	T116	D	STUDENT PREPARATION	1 - 100	87.500	2.021	7.0	14.147
DIALOGUE	T207	D	CREATES/MAINTAINS LEARNER INVOLVEMENT	1 - 5	5.000	3.002	16.0	48.032
STUDENT QUESTIONNAIRE SEC	T604	D	REINFORCES IMPORTANCE OF SCHOOLWORK	1 - 5	4.564	1.933	12.0	23.196

TOTAL WEIGHTED STANDARD SCORE = 454.614 TOTAL WEIGHT = 321.5 SCALED SCORE = 733 WEIGHT = .71 WEIGHTED TOTAL = 520.43

PRINCIPAL RATING

PRINCIPAL QUESTIONNAIRE	T404	A	COMMUNICATES TASK/CONTENT EFFECTIVELY	200 - 800	800.000	6.0	
PRINCIPAL QUESTIONNAIRE	T405	B	ADAPTS LESSON FOR LEARNER UNDERSTANDING	200 - 800	800.000	6.0	
PRINCIPAL QUESTIONNAIRE	T406	C	PROVIDES REVIEW AND PRACTICE AS NEEDED	200 - 800	800.000	4.0	
PRINCIPAL QUESTIONNAIRE	T407	D	CREATES/MAINTAINS ACADEMIC INVOLVEMENT	200 - 800	800.000	4.0	

PRINCIPAL RATING = 800 WEIGHT = .04 WEIGHTED TOTAL = 32.00

CONSENSUS RATING

EVALUATOR CONSENSUS JUDGMENT				200 - 800	750.000		

CONSENSUS RATING = 750 WEIGHT = .25 WEIGHTED TOTAL = 187.50

DOMAIN TOTAL = 739.93
DOMAIN WEIGHT = .35
WEIGHTED DOMAIN TOTAL = 258.98

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 05
DATE: 07 04 86

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* TENNESSEE *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY COMPETENCY

DOMAIN III. EVALUATION OF STUDENT PROGRESS

DATA SOURCES	SCORE #		INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
PROFESSIONAL SKILLS TEST	T803		KNOWLEDGE OF EVALUATION	0 - 25	17.000	0.526	16.0	8.416
DIALOGUE	T208	A	USES ASSESSMENT TO IMPROVE TEACHING	1 - 5	4.600	2.476	32.0	79.232
OBSERVATION	T117	B	PROVIDES ACADEMIC FEEDBACK	0 - 100	25.721	0.756	40.0	30.240
DIALOGUE	T209	B	MONITORS AND REPORTS STUDENT PROGRESS	1 - 5	4.500	2.355	22.0	51.810
STUDENT QUESTIONNAIRE SEC	T605	B	ASSISTS LEARNERS THROUGH FEEDBACK	1 - 5	3.384	-0.449	20.0	-8.980

TOTAL WEIGHTED STANDARD SCORE = 160.718 TOTAL WEIGHT = 130.0 SCALED SCORE = 736 WEIGHT = .65 WEIGHTED TOTAL = 478.40

PRINCIPAL RATING

PRINCIPAL QUESTIONNAIRE	T408	A	USES ASSESSMENT TO ENHANCE TEACHING	200 - 800	800.000		12.0	
PRINCIPAL QUESTIONNAIRE	T409	B	REPORTS PROGRESS TO LEARNERS AND PARENTS	200 - 800	800.000		8.0	

PRINCIPAL RATING = 800 WEIGHT = .10 WEIGHTED TOTAL = 80.00

CONSENSUS RATING

EVALUATOR CONSENSUS JUDGMENT				200 - 800	750.000			

CONSENSUS RATING = 750 WEIGHT = .25 WEIGHTED TOTAL = 187.50

DOMAIN TOTAL = 745.90
DOMAIN WEIGHT = .15
WEIGHTED DOMAIN TOTAL = 111.89

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 06
DATE: 07 04 86

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*        TENNESSEE               *
* CAREER LADDER SCORE REPORT     *
*                                *
* GENERAL E TEACHER              *
* 501 28 6965                    *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY COMPETENCY

DOMAIN IV. CLASSROOM MANAGEMENT

DATA SOURCES	SCORE #		INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
PROFESSIONAL SKILLS TEST	T804		KNOWLEDGE OF CLASSROOM MANAGEMENT	0 - 25	19.000	0.749	26.0	19.474
OBSERVATION	T118	A	PROVIDES REASONABLE SANCTIONS	0 - 100	MISSING			
OBSERVATION	T119	A	MAINTAINS APPROPRIATE STUDENT BEHAVIOR	0 - 100	99.968	2.972	36.0	106.992
STUDENT QUESTIONNAIRE SEC	T607	A	MANAGES LEARNER BEHAVIOR EFFECTIVELY	1 - 5	4.410	1.334	18.0	24.012
OBSERVATION	T121	B	POSITIVE CLASSROOM CLIMATE	0 - 100	2.143	0.557	32.0	17.824
OBSERVATION	T122	B	STUDENTS TREATED WITHOUT FAVORITISM	0 - 100	100.000	3.000	16.0	48.000
DIALOGUE	T211	B	SUPPORTS LEARNER ACHIEVEMENT	1 - 5	4.000	1.765	10.0	17.650
STUDENT QUESTIONNAIRE SEC	T608	B	ENCOURAGES ACHIEVEMENT BY ALL LEARNERS	1 - 5	4.444	1.384	22.0	30.448
OBSERVATION	T123	C	MAXIMIZES AVAILABLE LEARNING TIME	0 - 100	MISSING			
OBSERVATION	T124	C	USES CLASSROOM RESOURCES EFFECTIVELY	1 - 100	88.325	2.010	10.0	20.100
OBSERVATION	T125	C	USES CLASSROOM FACILITIES EFFECTIVELY	1 - 100	89.575	2.212	4.0	8.848
OBSERVATION	T126	C	ENGAGES IN CLASSROOM PROCEDURES	0 - 100	92.540	2.261	2.5	5.653
OBSERVATION	T127	C	TEACHER BEHAVIOR IS ON TASK	0 - 100	100.000	2.999	2.5	7.498
STUDENT QUESTIONNAIRE SEC	T609	C	UTILIZES RESOURCES EFFECTIVELY	1 - 5	4.722	1.959	14.0	27.426

TOTAL WEIGHTED STANDARD SCORE = 333.925 TOTAL WEIGHT = 193.0 SCALED SCORE = 731 WEIGHT = .63 WEIGHTED TOTAL = 460.53

PRINCIPAL RATING

PRINCIPAL QUESTIONNAIRE	T411	A	MAINTAINS APPROPRIATE LEARNER BEHAVIOR	200 - 800	800.000		14.0	
PRINCIPAL QUESTIONNAIRE	T412	B	MAINTAINS CLIMATE CONDUCIVE TO LEARNING	200 - 800	800.000		14.0	
PRINCIPAL QUESTIONNAIRE	T413	C	CLASSROOM RESOURCES USED EFFECTIVELY	200 - 800	800.000		12.0	

PRINCIPAL RATING = 800 WEIGHT = .12 WEIGHTED TOTAL = 96.00

CONSENSUS RATING

EVALUATOR CONSENSUS JUDGMENT				200 - 800	725.000			

CONSENSUS RATING = 725 WEIGHT = .25 WEIGHTED TOTAL = 181.25

DOMAIN TOTAL = 737.78
DOMAIN WEIGHT = .25
WEIGHTED DOMAIN TOTAL = 184.45

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 07
DATE: 07 04 86

TENNESSEE
CAREER LADDER SCORE REPORT
GENERAL E TEACHER
501 28 6965

LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY COMPETENCY

DOMAIN V. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

DATA SOURCES	SCORE #	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
LEADERSHIP SUMMARY	T901	A ENHANCES INSTRUCTION WITH NEW TECHNIQUES	1 - 5	3.600	0.935	24.0	22.440
PEER QUESTIONNAIRE	T301	B MAINTAINS LEADERSHIP ROLE WITH OTHERS	1 - 5	5.000	3.004	30.0	90.120
LEADERSHIP SUMMARY	T902	B EXHIBITS LEADERSHIP TO IMPROVE SCHOOLING	1 - 5	4.000	1.593	26.0	41.418

TOTAL WEIGHTED STANDARD SCORE = 153.978 TOTAL WEIGHT = 80.0 SCALED SCORE = 765 WEIGHT = .80 WEIGHTED TOTAL = 612.00

PRINCIPAL RATING

PRINCIPAL QUESTIONNAIRE	T414	A IMPROVES PROFESSIONAL SKILLS/KNOWLEDGE	200 - 800	800.000	8.0	
PRINCIPAL QUESTIONNAIRE	T415	B IMPROVES EDUCATION VIA LEADERSHIP ROLE	200 - 800	800.000	12.0	

PRINCIPAL RATING = 800 WEIGHT = .20 WEIGHTED TOTAL = 160.00

DOMAIN TOTAL = 772.00
DOMAIN WEIGHT = .10
WEIGHTED DOMAIN TOTAL = 77.20

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 08
DATE: 07 04 86

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* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY INSTRUMENT

OBSERVATION

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T101	I	A FOSTERS HIGHER LEVEL THINKING	1 - 100	83.325	1.808	26.0	47.008
T102	I	B TEACHER PREPARATION	1 - 100	91.658	2.359	14.0	33.026
T103	II	A TEACHES TASK AND CONTENT APPROPRIATELY	0 - 100	14.497	0.472	17.0	8.024
T104	II	A STUDENTS ASK PROCEDURAL QUESTIONS	0 - 100	95.530	2.757	7.0	19.299
T105	II	A STUDENTS EXHIBIT UNDERSTANDING	0 - 100	95.532	2.358	4.0	9.432
T106	II	A PROVIDES CORRECT INFORMATION	0 - 100	100.000	2.999	4.0	11.996
T107	II	A COMMUNICATES EFFECTIVELY	1 - 100	100.000	3.000	2.0	6.000
T108	II	B MONITORS LEARNER UNDERSTANDING	0 - 100	19.755	-0.176	17.0	-2.992
T110	II	B PACES ACTIVITIES APPROPRIATELY	1 - 100	81.243	1.533	8.5	13.031
T111	II	C PROVIDES PRACTICE AND REVIEW	0 - 100	8.284	-0.568	32.0	-18.176
T112	II	D STUDENTS INITIATE/RESPOND TO LESSON	0 - 100	11.779	0.835	13.0	10.855
T113	II	D STUDENTS ASK ACADEMIC QUESTIONS	0 - 100	84.314	2.282	13.0	29.666
T114	II	D STUDENTS ARE ON TASK	0 - 100	99.993	2.972	7.0	20.804
T115	II	D TEACHER INVOLVES NONVOLUNTEERS	0 - 100	63.460	1.015	10.0	10.150
T116	II	D STUDENT PREPARATION	1 - 100	87.500	2.021	7.0	14.147
T117	III	B PROVIDES ACADEMIC FEEDBACK	0 - 100	25.721	0.756	40.0	30.240
T118	IV	A PROVIDES REASONABLE SANCTIONS	0 - 100	MISSING			
T119	IV	A MAINTAINS APPROPRIATE STUDENT BEHAVIOR	0 - 100	99.968	2.972	36.0	106.992
T121	IV	B POSITIVE CLASSROOM CLIMATE	0 - 100	2.143	0.557	32.0	17.824
T122	IV	B STUDENTS TREATED WITHOUT FAVORITISM	0 - 100	100.000	3.000	16.0	48.000
T123	IV	C MAXIMIZES AVAILABLE LEARNING TIME	0 - 100	MISSING			
T124	IV	C USES CLASSROOM RESOURCES EFFECTIVELY	1 - 100	88.325	2.010	10.0	20.100
T125	IV	C USES CLASSROOM FACILITIES EFFECTIVELY	1 - 100	89.575	2.212	4.0	8.848
T126	IV	C ENGAGES IN CLASSROOM PROCEDURES	0 - 100	92.540	2.261	2.5	5.653
T127	IV	C TEACHER BEHAVIOR IS ON TASK	0 - 100	100.000	2.999	2.5	7.498

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 09
DATE: 07 04 86

****
* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY INSTRUMENT

DIALOGUE

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T201	I	A GOALS/OBJECTIVES ADDRESS CORE CURRICULUM	1 - 5	4.113	1.755	32.0	56.160
T202	I	B USES PRINCIPLES OF EFFECTIVE INSTRUCTION	1 - 5	4.000	1.612	24.0	38.688
T203	I	C PLANS ACCOMMODATE STUDENT DIFFERENCES	1 - 5	3.500	1.117	18.0	20.106
T204	II	A DESCRIBES LEARNING TASK/CONTENT CLEARLY	1 - 5	4.800	2.666	28.0	74.648
T205	II	B ATTENDS TO LEARNER NEEDS/DIFFERENCES	1 - 5	4.250	1.923	28.0	53.844
T206	II	C PROVIDES APPROPRIATE REVIEW AND PRACTICE	1 - 5	4.785	2.687	28.0	75.236
T207	II	D CREATES/MAINTAINS LEARNER INVOLVEMENT	1 - 5	5.000	3.002	16.0	48.032
T208	III	A USES ASSESSMENT TO IMPROVE TEACHING	1 - 5	4.600	2.476	32.0	79.232
T209	III	B MONITORS AND REPORTS STUDENT PROGRESS	1 - 5	4.500	2.355	22.0	51.810
T211	IV	B SUPPORTS LEARNER ACHIEVEMENT	1 - 5	4.000	1.765	10.0	17.650

PEER QUESTIONNAIRE

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T301	V	B MAINTAINS LEADERSHIP ROLE WITH OTHERS	1 - 5	5.000	3.004	30.0	90.120

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 10
DATE: 07 04 86

****
* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
****

LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY INSTRUMENT

PRINCIPAL QUESTIONNAIRE

SCORE #	DOMAIN		INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	SCORE WEIGHT
T401	I	A	GOALS/OBJECTIVES TIED TO CURRICULUM	200 - 800	800.000	10.0
T402	I	B	PLANS FOR EFFECTIVE INSTRUCTION	200 - 800	800.000	6.0
T403	I	C	PLANS ACCOMMODATE LEARNER NEEDS	200 - 800	800.000	4.0
T404	II	A	COMMUNICATES TASK/CONTENT EFFECTIVELY	200 - 800	800.000	6.0
T405	II	B	ADAPTS LESSON FOR LEARNER UNDERSTANDING	200 - 800	800.000	6.0
T406	II	C	PROVIDES REVIEW AND PRACTICE AS NEEDED	200 - 800	800.000	4.0
T407	II	D	CREATES/MAINTAINS ACADEMIC INVOLVEMENT	200 - 800	800.000	4.0
T408	III	A	USES ASSESSMENT TO ENHANCE TEACHING	200 - 800	800.000	12.0
T409	III	B	REPORTS PROGRESS TO LEARNERS AND PARENTS	200 - 800	800.000	8.0
T411	IV	A	MAINTAINS APPROPRIATE LEARNER BEHAVIOR	200 - 800	800.000	14.0
T412	IV	B	MAINTAINS CLIMATE CONDUCIVE TO LEARNING	200 - 800	800.000	14.0
T413	IV	C	CLASSROOM RESOURCES USED EFFECTIVELY	200 - 800	800.000	12.0
T414	V	A	IMPROVES PROFESSIONAL SKILLS/KNOWLEDGE	200 - 800	800.000	8.0
T415	V	B	IMPROVES EDUCATION VIA LEADERSHIP ROLE	200 - 800	800.000	12.0

EVALUATION SYSTEM: TEACHER
REGION: MIDDLE TENNESSEE
PAGE: 11
DATE: 07 04 86

****
* TENNESSEE *
* CAREER LADDER SCORE REPORT *
*
* GENERAL E TEACHER *
* 501 28 6965 *
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LEVEL YOU MADE: III
LEVEL APPLIED FOR: III
YEARS OF EXPERIENCE FOR: III

RESULTS BY INSTRUMENT

STUDENT QUESTIONNAIRE SEC

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T601	II	A EXPLAINS ACADEMIC TASK AND CONTENT	1 - 5	4.701	2.142	10.0	21.420
T602	II	B PACES INSTRUCTION APPROPRIATELY	1 - 5	4.167	0.067	10.0	0.670
T603	II	C ENCOURAGES APPROPRIATE REVIEW/PRACTICE	1 - 5	3.874	0.488	12.0	5.856
T604	II	D REINFORCES IMPORTANCE OF SCHOOLWORK	1 - 5	4.564	1.933	12.0	23.196
T605	III	B ASSISTS LEARNERS THROUGH FEEDBACK	1 - 5	3.384	-0.449	20.0	-8.980
T607	IV	A MANAGES LEARNER BEHAVIOR EFFECTIVELY	1 - 5	4.410	1.334	18.0	24.012
T608	IV	B ENCOURAGES ACHIEVEMENT BY ALL LEARNERS	1 - 5	4.444	1.384	22.0	30.448
T609	IV	C UTILIZES RESOURCES EFFECTIVELY	1 - 5	4.722	1.959	14.0	27.426

PROFESSIONAL SKILLS TEST

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T801	I	KNOWLEDGE OF PLANNING	0 - 25	20.000	1.199	16.0	19.184
T802	II	KNOWLEDGE OF TEACHING STRATEGIES	0 - 25	19.000	0.541	36.0	19.476
T803	III	KNOWLEDGE OF EVALUATION	0 - 25	17.000	0.526	16.0	8.416
T804	IV	KNOWLEDGE OF CLASSROOM MANAGEMENT	0 - 25	19.000	0.749	26.0	19.474

LEADERSHIP SUMMARY

SCORE #	DOMAIN	INDICATOR/CONTENT	RAW SCORE RANGE	YOUR RAW SCORE	YOUR STANDARD SCORE	SCORE WEIGHT	WEIGHTED STANDARD SCORE
T901	V	A ENHANCES INSTRUCTION WITH NEW TECHNIQUES	1 - 5	3.600	0.935	24.0	22.440
T902	V	B EXHIBITS LEADERSHIP TO IMPROVE SCHOOLING	1 - 5	4.000	1.593	26.0	41.418

IF YOU HAVE ANY QUESTIONS REGARDING YOUR SCORE REPORT, CONTACT THE APPROPRIATE OFFICE (SHOWN BELOW):

WEST TENNESSEE	MIDDLE TENNESSEE	EAST TENNESSEE
901/423-5605	615/741-5810	615/581-5755